

Guidance for English Learners (EL) Identification, Assessment, and Data Reporting



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Updated May 2017

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**Guidance for English Learner (EL)
Student Identification and Assessment
Revised May 2017**

ENGLISH LEARNER DEFINITION

The term “limited English proficient,” when used with respect to an individual, means an individual –

- A) who is between 3 and 21 years old;
- B) who is enrolled or preparing to enroll in an elementary school or secondary school;
- C) who falls into one or more of the following categories of individuals:
 - (i) an individual not born in the United states or whose native language is a language other than English;
 - (ii) an American Indian, Alaska Native, or a native resident of the outlying areas (Virgin Islands, Guam, American Samoa, or Northern Mariana Islands) who comes from an environment where a language other than English has had a significant impact on the individual’s level of English language proficiency; *and*
- D) whose difficulties in speaking, reading, writing, or understanding the English language may be sufficient to deny the individual the
 - (i) ability to obtain a proficiency level of proficient or advanced, as described in 4 AAC 06.739, on the state assessments in reading and writing;
 - (ii) ability to successfully achieve in classrooms where the language of instruction is English; or
 - (iii) the opportunity to participate fully in society.

Before a student is screened for English language proficiency, the district must determine if the student is included in one of the categories of students eligible to be identified as LEP in parts A-C of the definition in 4 AAC 34.090(2)

- A) who is between 3 and 21 years old;
- B) who is enrolled or preparing to enroll in an elementary school or secondary school;
- C) who falls into one or more of the following categories of individuals:
 - (i) an individual not born in the United states or whose native language is a language other than English; and/or
 - (ii) an American Indian, Alaska Native, or a native resident of the outlying areas (Virgin Islands, Guam, American Samoa, or Northern Mariana Islands) *who comes from an environment where a language other than English has had a significant impact on the individual’s level of English language proficiency.*

HOME LANGUAGE SURVEY

DEED recommends that districts pre-screen with, at a minimum, the Home Language Survey (HLS) as posted on the DEED website (or a similar form). The [US Department of Education](#) and the [Office of Civil Rights](#) have provided guidance on what questions should be asked, what questions are inappropriate, and how to appropriately use a HLS to ensure the civil rights of students and parents. The Home Language Survey is a means for the district to determine the student’s *current* language dominance, degree of exposure to English and whether the student’s proficiency in English should be tested. Information from the HLS informs placement into a language assistance program. If the answers to any questions of the HLS indicate that a language other than English is either spoken by

¹ When Alaska Regulation 4 AAC 34.090(2) is updated to reflect the term “English learner” as defined in Section 8101(20) of the ESEA, as amended by ESSA, this Guidance will be updated accordingly.

the student or by the parents/guardians to the student, the student would move to the approved screening assessment. The prescreening forms can be found in the Appendix of this document, on the [DEED Title III-A English Learner](#) and [DEED Forms & Grants](#) webpages.

Note: Many parents may need assistance in understanding the Home Language Survey and answering the questions in the appropriate way to identify students who have a home language or language of influence other than English. The Home Language Survey is not designed to identify students who come from an English background and are learning another language such as Spanish or an Alaska Native heritage language in order to know more than one language. District staff may talk with parents, including through the use of interpreters as appropriate, to clarify a parent's understanding of the questions and their answers prior to assessing the student with an ELP screening assessment.

LANGUAGE OBSERVATION CHECKLISTS

Even though a student may not speak the heritage language in the home, a student may have grown up in an environment in which the syntax, rhetorical style and sociolinguistic patterns of the heritage language may have had a significant impact on the student's level of proficiency in English in order to succeed in the classroom. If the Home Language Survey indicates that English is spoken in the home, but the teacher has an indication that the student comes from such an environment, the teacher may administer the Language Observation Checklist, Part A. If the *Language Observation Checklist Part A (LOC-A)*, as filled out by the student's teacher, indicates 5 or more "No" answers in Part A or that a student is not fluent (compared to English-speaking students of the same age or grade level) in reading, writing, or oral language, based on the teacher's knowledge, then the student should be referred for a formal identification assessment. Note that if the Home Language Survey as completed by the parent already indicates a need for formal identification assessment, then use of the LOC-A is at the discretion of the district. Copies of the Language Observation Checklist forms are found in the Appendix.

SCREENERS

Incoming kindergartners and older students new to the district from another state or country who are potentially EL must be screened and identified as soon as possible after enrolling in school, and within 30 days after the beginning of the school year if enrolled at the beginning of the school year.

*Note: A student that has already been identified as an EL who transfers into the district from another Alaska district should **not** be re-screened. Instead, within 14 days after enrolling a child, the school district shall request directly from the child's previous school a certified copy of the child's record which includes information about the identification of the student, including results from the screening assessment (W-APT², WIDA Screener, or MODEL) and the annual ELP assessment results. See Requirements for Student Records Transfer in the Appendix.*

² Please note – The W-APT test forms and training materials will be available on the secure pages of WIDA.us website **through August 31, 2017**. DEED has requested that the W-APT be available through a separate URL through **June 30, 2018** for Alaska LEAs to access. The W-APT will be an acceptable screener through the 2017-2018 school year – however, this is **not** recommended primarily because the W-APT is not aligned to the new ACCESS for ELLs 2.0 scoring).

A district must administer one of the state-approved ELP screening assessments (either the W-APT, WIDA Screener, or the MODEL) to determine if the second part of the definition of an EL is met: D) if the student's difficulties in speaking, reading, writing, or understanding the English language may be sufficient to deny the individual the

- (i) ability to obtain a proficiency level of proficient or advanced, as described in 4 AAC 06.739, on the state assessments in reading and writing;
- (ii) ability to successfully achieve in classrooms where the language of instruction is English; or
- (iii) the opportunity to participate fully in society.

W-APT: *(Please note – The W-APT test forms and training materials will be available on the secure pages of WIDA.us website **through August 31, 2017**. DEED has requested that the W-APT be available through a separate URL through **June 30, 2018** for Alaska LEAs to access. The W-APT will be an acceptable screener through the 2017-2018 school year – however, this is **not** recommended primarily because the W-APT is not aligned to the new ACCESS for ELLs 2.0 scoring).*

The W-APT test forms and administration manuals (PDF files) are available to all authorized users from WIDA Consortium member states at no additional cost. You must enter your district's W-APT username and password to view or print these files. Please contact your ELP test coordinator to receive your login information. Authorized consortiums member educators are able to download and print off this assessment. Please contact the WIDA Client Services Center if you have questions or need access at 1-866-276-7735 or by email at help@wida.us. W-APT administrators should review the test administration manual, scored student writing samples, and the applicable W-APT webinars. It is recommended, but not required, that test administrators complete the ACCESS for ELLs training course prior to administering W-APT.

WIDA Screener: *(Available to districts May 1, 2017)*

The WIDA **Paper** Screener can be purchased online at the [WIDA Store](#). The WIDA Paper Screener training course is available online through the [secure portal](#).

The WIDA **Online** Screener can be downloaded for free through the WIDA Assessment Management System ([WIDA AMS](#)). The WIDA Online Screener training course is also available through the [secure portal](#). Test Administrators must have an account to access the WIDA secure portal. The technology required to administer the online screener is the same as that for ACCESS for ELLs 2.0.

WIDA MODEL:

The WIDA MODEL™ kits can be ordered online at the [WIDA Store](#). The Test Administration Manual, Training CD-ROM, and DVD are provided in all kits to aid educators in the administration of WIDA Model. The Test Administration Manual contains all information needed to administer and score the test. The CD-ROM includes PowerPoint presentations about administering and scoring the test which may be used by local trainers to train other test administrators on MODEL. The DVD provides test administration training guidance as well as footage of administering the tests to students.

NOTE: The W-APT, WIDA Screener, and MODEL should be administered at the student's *current* grade level.

Note: For potential ELs that are either in the special education identification process or have been identified as students with disabilities on an IEP or 504 plan, it is important to ensure that school

staff providing English language support and those providing special education support collaborate in the EL identification process. For identified ELs with disabilities, staff from both programs should collaborate on decisions about the provision of appropriate services.

Incoming students not yet identified as EL who meet the other criteria for potential EL status must be given a state-approved screening assessment. The screener is an indicator of a student's English language proficiency level. Students who fall below the minimum score in the chart are identified as ELs, are eligible for services, and must take the annual ELP assessment (ACCESS for ELLs 2.0) during the current school year. Students entering school March 1 or later that have not yet been identified as ELs may be identified through the use of the screener assessment, but are not required to take the ACCESS for ELLs 2.0 until the following spring. Students who score at or above the minimum score for English language proficiency are not identified as ELs and are *not* required to be assessed further.

The results of the W-APT, WIDA Screener, or MODEL identification assessment will indicate the level of the student's proficiency in each domain and will guide the appropriate program placement. The optional Language Observation Checklist Form B (LOC-B) will be useful for students who are enrolled in a dual language (immersion) or transitional program in the student's home language. If an EL transfers from another Alaskan school district, then the student's EL status, ELP assessment results and other records related to their EL status should follow the student to the new district.

NOTE: *The W-APT, WIDA Screener or the MODEL should be administered at the student's current grade level. The ACCESS for ELLs 2.0 **may not** be used as a screener assessment.*

See the following charts for timing of administration of the screener assessments, cut-off scores used to determine whether a student is identified as an EL student, as well as the flowcharts in the Appendix of this Guidance for a visual representation of the identification process.

IDENTIFICATION – GRADES 1-12

For EL identification of entering students in grades 1-12:

Time of Entry in School Year	Screener	Domains Given* (L, S, R, W)	Score	Identified as EL?	Administer ACCESS for ELLs 2.0 in current school year?
Fall – February 28	W-APT, WIDA Screener, or MODEL	All domains	Overall Composite ≥ 5	NO	NO
			Overall Composite < 5	YES	YES
March 1 or after	W-APT, WIDA Screener, or MODEL	All domains	Overall Composite ≥ 5	NO	NO
			Overall Composite < 5	YES	NO (wait until next school year)

*L = Listening, S = Speaking, R = Reading, W = Writing

IDENTIFICATION – KINDERGARTEN

Entering kindergarten students would not yet be expected to be proficient on the reading and writing domains of the screener assessments. The Kindergarten W-APT³ and MODEL are meant to be administered to second semester pre-K, Kindergarten, and first semester 1st grade students. If the student is clearly not proficient on listening and speaking, then that student is immediately identified as an EL, is eligible for services, and will take the Kindergarten ACCESS for ELLs in the spring. If the student is proficient on listening and speaking in the fall, then the student is not identified as an EL *at that time*. Subsequently, the student will take the reading and writing domains of the screener assessment after March 31. If the student is proficient on the reading and writing domains, then that student is not identified as an EL. If the student is not proficient on the reading and writing domains of the screener assessment, then the student is identified as EL and would be eligible for language instruction services. The student would be coded as L1 for the kindergarten year, and as LP in first grade. The student would take the ACCESS for ELLs 2.0 for the first time in the spring of 1st grade.

For EL identification of entering *kindergarten* students:

Time of Entry in School Year	Domains* Given		W-APT Score	or	MODEL Score	Identified as EL?	Administer ACCESS for ELLs 2.0 in current school year?
Through February 28	Option 1: Current School Year	L & S (at time of entry)	L < 29 or S < 29	or	Oral Composite < 6	YES	YES
			L ≥ 29 and S ≥ 29	or	Oral Composite ≥ 6	NO	NO
		R & W (given after March 31)	W < 17 or R < 14	or	Overall Composite < 6	YES	NO (wait until next school year)
			W ≥ 17 and R ≥ 14	or	Overall Composite ≥ 6	NO	NO
	Option 2: Following Fall	All domains in Fall of 1st grade	L < 29 or S < 29 or W < 17 or R < 14	or	Overall Composite < 6	YES	YES
			L ≥ 29 and S ≥ 29 and W ≥ 17 and R ≥ 14	or	Overall Composite ≥ 6	NO	NO
March 1 or after	All domains (given after March 31)		L < 29 or S < 29 or W < 17 or R < 14	or	Overall Composite < 6	YES	NO (wait until next school year)
			L ≥ 29 and S ≥ 29 and W ≥ 17 and R ≥ 14	or	Overall Composite ≥ 6	NO	NO

*L = Listening, S = Speaking, R = Reading, W = Writing

Note: Delaying the testing of kindergarten students with minimal (or no) school experience may prevent over-identification of students with emerging academic language skills. However, this option is not

³ Unlike the W-APT for Grades 1-12, the Kindergarten W-APT will continue to be supported and available until a replacement is developed.

intended for students who demonstrate obvious difficulties in understanding English and require immediate program support.

WIDA

Alaska is a member of the WIDA Consortium. The WIDA Consortium is a non-profit cooperative group whose purpose is to develop standards and assessments that meet and exceed the goals of the Every Student Succeeds Act (ESSA) and promote educational equity for English Language Learners. WIDA formerly stood for “World-Class Instructional Design and Assessment”. WIDA stopped using its acronym definition because it no longer adequately described its mission.

STANDARDS

Alaska has adopted the [2007 WIDA ELP Standards](#), whose purpose is to guide teachers in instruction that will assist ELs in gaining proficiency in English. WIDA also has available the 2012 Amplified Standards which includes additional topics with connections to academic content standards. Both sets of standards are intended to be used together to guide instruction.



ACCESS FOR ELLs 2.0

In addition to the initial screener for identification and program placement, all identified ELs must be assessed annually for English language proficiency in four domains: listening, speaking, reading, and writing. Once a student is identified as an EL student, that student is required to be assessed on the ELP assessment each year until the student meets the exit criteria, even if the parents have refused Title III or other language support services for the student. Beginning in 2015-2016, Alaska’s English Learners in grades 1-12 will take ACCESS for ELLs 2.0® (Assessing Comprehension and Communication in English State-to-State for English Language Learners). ACCESS for ELLs 2.0 can be administered in a paper or online format. Alaska English Learners in Kindergarten are administered the Kindergarten ACCESS for ELLs. More information can be obtained through the [WIDA website](#).

WHEN?

The annual ELP assessment must be administered to all identified ELs anytime during the **test administration window of February 1 – March 31**⁴ of each year. Districts may choose the most appropriate time for test administration, but should plan to administer the test early enough during the test window to test all ELs and to return any paper tests for scoring in a timely fashion. Scheduling should also consider make-up dates for students absent during portions of the testing or students entering the district during March. All ELs that have already been identified as EL that transfer into a district from another Alaskan district during the test window must be given the ACCESS for ELLs 2.0 unless the district has confirmation that the sending district has already administered the assessment.

All potential ELs entering school before March 1 must be assessed with the screening tool for identification and placement and, if identified as EL, must take the ACCESS for ELLs 2.0 during the test window. Potential ELs who enter school on March 1 or after must be assessed with a screening tool for identification within two weeks of entering school, but are not required to take the ACCESS for ELLs 2.0

⁴ 4 AAC 34.055(c)

during the current school year. *Do not use ACCESS for ELLs 2.0 as a screening tool for identification.*

HOW TO ORDER

District Test Coordinators or designated staff should order materials through the WIDA Assessment Management System ([AMS](#)), which is DRC's online administrative interface. In the fall, DEED submits a file to DRC of all identified ELs in Alaska based on district designation in the Fall OASIS data collection. Any student identified as an EL in Fall OASIS will be included in the district's pre-ID labels. Material orders must be based on the number and grade level of ELs submitted to the state in the Fall OASIS file. Students identified as EL in the Fall OASIS file will have a Pre-ID label sent to the district. DRC creates WIDA AMS accounts for Test Coordinators based on information provided by each member state. Test Coordinators then create WIDA AMS accounts for Technology Coordinators (if applicable) and Test Administrators and designate permissions for those roles. For more information about User Management within WIDA AMS and how to add users, please refer to the [WIDA AMS User Guide](#).

TRAINING

Test administrators are required to be re-certified annually to administer ACCESS for ELLs 2.0. Training for district personnel is available through the [WIDA website](#). Test administrators must have a WIDA account to complete the training. Please contact the district ELP test coordinator or District Test Coordinator to setup an account. Districts can also choose to administer training to all test administrators in their district at once. Resources for facilitator-led training can be found on the WIDA website.

SCORES

Beginning in 2015-16, District Test Coordinators and other designated staff will use the new administrative system, WIDA Assessment Management System (WIDA AMS), provided by DRC, to perform a number of pre and post-test functions. Designated staff use the online portal to access score reports. Reports at a student, school, and district level are available in May of each year. For information on how to access these reports, please refer to the [WIDA AMS User Guide](#).

ALTERNATE ACCESS FOR ELLs⁵

Alternate ACCESS for ELLs is an assessment of English language proficiency (ELP) that is available for students in grades 1 -12 who are classified as ELs and have significant cognitive disabilities⁶ that prevent their meaningful participation in the ACCESS for ELLs 2.0 assessment. ESEA, as amended by ESSA requires that all students identified as an EL be assessed annually for English language proficiency, including students who receive special education services. The Individuals with Disabilities Education Act (IDEA; 2004) also mandates that students with disabilities participate in state-wide and district-wide assessment programs, including alternate assessments with appropriate accommodations, when it is documented in their Individualized Education Programs (IEP). For this reason, WIDA created the Alternate ACCESS for ELLs to meet federal accountability requirements and to provide educators with a measure sensitive to English language proficiency growth of ELs with significant cognitive disabilities.

⁵ Inclusion of ELs with Disabilities in English Language Proficiency Assessments [Q&A](#) and [addendum](#).

⁶ As defined in section 602 of the Individual with Disabilities Education Act.

Note: In order to qualify to participate in the Alternate ACCESS for ELLs, a student in grades 3-10 must be participating in the Alternate Assessment (DLM). An EL student will not qualify to exit EL status when taking the Alternate ACCESS for ELLs as it does not address the performance at levels 4, 5, or 6 in order to reach proficiency.

For Alaska specific requirements for participation in the Alternate ACCESS for ELLs, please use the *Alternate ACCESS Participation Criteria Checklist* found in the Appendix of this document. For more information and training on test administration please visit the WIDA [Alternate ACCESS for ELLs](#) webpage.

STATE ASSESSMENTS⁷

All students identified as English learners must participate in all applicable assessments included in the Alaska Comprehensive System of Student Assessment (CSSA). The CSSA consists of the following assessments:

- Performance Evaluation for Alaska's Schools (**PEAKS**) Assessments in English language arts (ELA) and math grades 3-10; grades 4, 8, and 10 in science;
- Dynamic Learning Maps (**DLM**) Alternate Assessments for students with significant cognitive disabilities – ELA and math grades 3-10; grades 4, 8, and 10 in science;
- English Language Proficiency Assessment (**ELP**) – ACCESS for ELLs 2.0 for English Learners
- Alaska Developmental Profile (**ADP**) - kindergarten students;
- National Assessment of Education Progress (**NAEP**) - grades 4 and 8 (biennial assessment, select schools only)

Note: The state academic content assessment for English Language Arts (ELA) may not be used in place of the annual English language proficiency test. ELs who are recent arrivals must take the PEAKS mathematics and science assessments. Assessing recently arrived ELs is addressed in the [District Test Coordinator Manual](#).

See the Appendix for Participation Regulation 4 AAC 06.820 (f) for recently arrived ELs.

STATE ASSESSMENTS - ACCOMMODATIONS

Per Alaska State regulations, ELs must be provided reasonable EL accommodations on state academic assessments, to the extent practicable. EL accommodations are allowed for ELs when testing for academic content knowledge and skills, **but not when testing for English language proficiency**.

- The [Participation Guidelines for Alaska Students in State Assessments](#) provides guidance regarding permissible accommodations.
- For detailed instructions on the selection, administration, and evaluation of EL accommodations, refer to the [Handbook for the Participation Guidelines](#).

ELs with disabilities may receive some accommodations on the ACCESS for ELLs 2.0 assessment. Accommodations are appropriate when the standard test presentation, timing or response format prevents a student from accessing or responding to the test items because of a physical, emotional, cognitive, or learning disability, thus denying the student to demonstrate what he or she can do in

⁷ 4 AAC 06.710 Statewide Student Assessment System

⁸ 4 AAC 06.775 Statewide Assessment program for students with disabilities

English as measured by the ELP assessment. Accommodation decisions should be made by the student's IEP or 504 team and documented within the student specific plans. Allowable accommodations for ELs with disabilities can be found in the ACCESS for ELLs 2.0 [Accessibility and Accommodations Supplement](#) Resource located on WIDA's website. The [Participation Guidelines for Alaska Students in State Assessments](#) should be referenced for state-approved accommodations.

PARENTAL NOTIFICATION

Districts are required to provide the following notifications to parents of ELs⁹. Parents must be *annually* notified within 30 days of the start of the school year that their student has been identified as an EL. If a student enrolled after the start of the school year, the notification must be within two weeks after placement in an EL program. The notification must include:

- the reasons for identification;
- the level of English proficiency, how it was assessed, and the status of the child's academic achievement;
- the methods of instruction to be used in the English language acquisition program;
- how the program will meet the educational strengths and needs of the child;
- how the program will help their child learn English and meet academic achievement standards for grade promotion and graduation;
- the exit requirements for the program, the expected rate of transition from the program into classrooms not tailored for English learners, and the expected rate of graduation from secondary school;
- in the case of a child with a disability, how the program meets the objectives of the IEP of the child; and
- information about their parental rights to withdraw their child from the program, to decline to have their child enrolled in the program or to choose another program or method if available, and information to assist parents in selecting among various programs if more than one is available.

PARENTAL REFUSAL OF EL SERVICES

Title I requires that every LEA that uses funds under either Title I or Title III for services to ELs must provide a parent with notification that outlines their child's identification as an EL and placement in an LIEP.

ESEA Section 1112(e)(3)(A) reads - "Each local educational agency using funds under this part or title III to provide a language instruction educational program as determined under title III shall, not later than 30 days after the beginning of the school year, inform parents of an English learner identified for participation or participating in such a program, of —

- viii. information pertaining to parental rights that includes written guidance –
 - I. detailing the right that parents have to have their child immediately removed from such program upon their request; and
 - II. detailing the options that parents have to decline to enroll their child in such program or to choose another program or method of instruction, if available."

⁹ ESEA Section 1112(e)(3)

Under Title VI and the EEOA, a parent's decision to opt out of a program for ELs must be knowing and voluntary, and an LEA may not recommend that parents decline all or some services within a program for ELs for any reason¹⁰.

Note, however, that if an EL is not participating in the LIEP, the LEA still has the obligation under Title VI and EEOA to take "affirmative steps" and "appropriate action" to provide the student with access to its educational programs. The English language and other academic needs of such an EL student must still be met.

In addition, the ESEA requires that the LEA still must assess all identified ELs using the annual English language proficiency assessment, including those students whose parents have declined to enroll them in, or had them removed from, LIEPs. All ELs enrolled in schools served by the State must be assessed annually using the State's English language proficiency assessment. (ESEA Section 1111(b)(2)(G), emphasis added). State or district assessment policies, if they include a right to opt a child out of assessments, do not override or diminish the LEA's obligation to assess 100 percent of ELs using the annual English language proficiency assessment.

If the student was not administered the required annual ELP assessment due to parent and/or student refusal to participate, the district would enter Code – 4 in the 'ELP Not Assessed Reason' field on the [Summer OASIS](#) data collection. **Note:** entering a value in the 'ELP Not Assessed Reason' field does not absolve a district of the responsibility to test an English Learner.

EXIT REQUIREMENTS

Beginning with the spring 2012 annual assessment of English language proficiency, in order to be considered proficient and to be exited (removed) from EL status, an EL must have met the following criteria: As a result of testing on ACCESS for ELLs 2.0 (on Tier B or Tier C for a student in grades 1-12, no tier designation for kindergarten) a student has:

- (1) a composite score of 5.0¹¹ or higher; and
- (2) a score of 4.0 or higher in each tested domain – reading, writing, speaking, and listening.

A district shall monitor the academic progress of each pupil who had been identified as an EL for two years after the pupil is no longer identified as an EL pupil. *Students in monitoring status do not take ACCESS for ELLs 2.0.*

MONITORING FORMER ELs

Former ELs (codes M1 and M2) are those who have met the criteria to be exited from EL status and program services. *Former ELs should not take the annual ELP Assessment.* The academic progress of these former ELs should be monitored for two years using the state content-based assessments in reading, writing and math (for students in grades 3-10) as well as district-determined local criteria. Students in grades K, 1, 2, 11, and 12 will be monitored for academic progress in reading/language arts and math according to local criteria as determined by the district. An EL who met the exit criteria in the prior school year should be coded as M1, a former EL, on both the Fall OASIS Data Collection and the Summer OASIS Data Collection for the school year following the year that the student met the exit criteria and was coded LT. (See question 24 for use of codes for ELs.)

¹⁰ For additional information about LEAs' Title VI and EEOA obligations to EL students, including EL students who opt out of an LEA's program for ELs, see the [Dear Colleague Letter](#) "Meeting the Needs of EL Students Who Opt Out of EL Programs or Particular EL Services," pp. 29-32.

¹¹ When the updated Accountability System is finalized, the State of Alaska School Laws and Regulations and this Guidance will be updated to reflect revised exit criteria and monitoring status.

RE-IDENTIFICATION

If a former EL exhibits academic difficulties attributed to a “persistent language barrier”, the first step is to ensure the student is receiving any instructional supports they are legally entitled to. A decision to reclassify could entail providing evidence¹² that the student’s difficulties in English reading, writing, speaking, and comprehension may deny the student the:

- Ability to meet State’s challenging academic standards;
- Ability to successfully achieve in classrooms where the language of instruction is English; and
- Opportunity to participate fully in society (as defined in federal law¹³).

Re-identification should be determined through a comprehensive evaluation of all data available. After a minimum of one semester of exit from EL status, the school-based team working with a struggling former EL must meet with the ELL teacher or district ELL coordinator to review academic performance on classroom assignments, state academic achievement assessment results, as well as written observations and recommendations documented by the student’s classroom teachers. After evaluating the available student data, if the school-based team determines the student requires language support due to lack of English language proficiency, the district ELL coordinator must provide parental notification. The district will then administer the MODEL (preferred for reclassification information) WIDA Screener, or W-APT to get a measure of the student’s current English language proficiency and necessity for re-identification. If the student scores below the state established criteria for proficiency on the MODEL, WIDA Screener, or W-APT, the student shall be re-identified as EL and receive appropriate language support services. The parental notification must be give the parent(s) the option to decline EL program services. Note: if a former EL (coded as M1 or M2 in the Fall OASIS data collection) is re-identified during a school year, enter a code of LP in the Summer OASIS data collection and ensure that a comment is entered in the ‘Notes’ field that the student has been re-identified as EL through use of the screener assessment.

DATA REPORTING

Districts must report the EL status (L1, LP, LT, M1, or M2) of each current or former EL student on the Participation Rate file for the state standards-based assessment (PEAKS) and in the Fall OASIS and Summer OASIS Student Level Data Collections. In addition, in the Summer OASIS data collection, districts must report the native language of identified EL students (the primary, first or home language or language of influence that is not English), and whether or not former EL students in grades K, 1, 2, 11, and 12 are meeting academic progress goals for two years after exiting EL status. The department will track the results of content assessments for those former EL students in monitoring status in grades 3-10. The ELP test contractor will report to the district and to DEED the ELP assessment proficiency scores. DEED will match the student data with the test data in order to determine the number of EL students in the state and report on their progress to the US Department of Education. *See the Appendix for EL student data codes.*

FOREIGN EXCHANGE STUDENTS

There are different categories of foreign exchange students and visas. Most foreign exchange students are present in the school for up to one school year and many already have enough command of the

¹² Defined in ESEA section 8101(21)

¹³ ESEA section 8101(20)

English language to benefit from regular classroom instruction. Each district may determine if a foreign exchange should be identified and receive services as an EL. If a foreign exchange student is identified as an EL, then he or she would be required to participate in the annual ELP assessment. Generally, if a district reports a student in its Fall OASIS file that student is eligible for all of the rights and privileges as other students and must meet all of the requirements.

IMMIGRANT CHILDREN AND YOUTH

The term “immigrant children and youth”¹⁴ means individuals who 1. are aged 3 through 21; 2. were not born in any state (including the Districts of Columbia or Puerto Rico); and, 3. have not been attending one or more schools in any one or more states for more than three full academic years. The common definition of the term immigrant identifies a person who has come to settle in a new country, not, for example, come for a temporary period of time as a foreign exchange student. Students are reported as immigrant students through the Summer OASIS data collection, whether or not they have been identified as EL. Also, the first US school entry date for immigrant students is reported in Summer OASIS, if it is known.

Note: An immigrant student may or may not have limited English proficiency. All students who meet the definition of immigrant must be reported as immigrants in the Summer OASIS data collection whether or not they are identified as ELs.

PLAN OF SERVICE

Each school district that enrolls ELs is responsible under federal law for taking appropriate steps to develop the students' English-language skills and to provide them meaningful participation in the school district's academic program consistent with applicable state and federal standards. In addition, each school district with a school that is attended by at least eight ELs shall file a *Plan of Service for LEP Students*¹⁵. The *Plan of Service for LEP Students* can be found on the [DEED Forms & Grants](#) webpage. For districts that receive Title III-A funding, the *Plan of Service for LEP Students* must meet the criteria required under Title III-A and will be considered as part of the ESEA Consolidated Federal Programs Application for Title III-A.

RESOURCES

More information can be found on the following websites:

- DEED, Assessments - <http://education.alaska.gov/akassessments/>
- DEED, ESEA Federal Programs - <https://education.alaska.gov/ESEA/TitleIII-A/>
- US Department of Education, Office of English Language Acquisition - <https://www2.ed.gov/about/offices/list/oela/index.html>
- National Clearinghouse for English Language Acquisition (NCELA) - <http://www.ncela.us/>
- WIDA - <https://www.wida.us/index.aspx>
- Council of Chief State School Officers - <http://ccsso.org/>

¹⁴ Defined in ESEA section 3201(5).

¹⁵ 4 AAC 34.055 Plan of Service

APPENDIX

Statutes and Regulations relating to English Learners

Definition of Limited English Proficient Student¹⁶

[Alaska Regulation 4 AAC 34.090(2)]

The term “limited English proficient”, when used with respect to an individual, means an individual –

- A) who is between 3 and 21 years old;
- B) who is enrolled or preparing to enroll in an elementary school or secondary school;
- C) who falls into one or more of the following categories of individuals:
 - (i) an individual not born in the United states or whose native language is a language other than English;
 - (ii) an American Indian, Alaska Native, or a native resident of the outlying areas (Virgin Islands, Guam, American Samoa, or Northern Mariana Islands) who comes from an environment where a language other than English has had a significant impact on the individual’s level of English language proficiency; and
- D) whose difficulties in speaking, reading, writing, or understanding the English language may be sufficient to deny the individual the
 - (i) ability to obtain a proficiency level of proficient or advanced, as described in 4 AAC 06.739, on the state assessments in reading and writing;
 - (ii) ability to successfully achieve in classrooms where the language of instruction is English; or
 - (iii) the opportunity to participate fully in society.

Identification Assessment Required for LEP students

[Alaska regulation 4 AAC 34.055(a)]

Each school district that enrolls limited English proficient (LEP) pupils shall administer a state-approved assessment for identification of English language proficiency to all pupils who may be LEP pupils but have not been identified as LEP pupils. The district is responsible for taking appropriate steps to develop LEP pupils' English-language skills and to provide them meaningful participation in the school district's academic program consistent with applicable state and federal standards.

Immigrant Students Excluded from State Content Assessments

[Alaska regulation 4 AAC 06.820(f)]

- (f) Notwithstanding any provision in this chapter, if a district enrolls a student who qualifies as a limited English proficient pupil under 4 AAC 34.090(2) , and who first enrolls in a school in the United States after the previous school year administration of the state standards-based assessment under 4 AAC 06.737), the district may
 - (1) excuse the student from participation in the state assessments in English language arts and;
 - (2) elect not to include the student's score in any state assessment as part of measures of school and district accountability under 4 AAC 06.800 – 4 AAC 06.899, including measurements of participation and graduation rates, attainment of an annual measurable objective¹⁷, and inclusion in the Alaska school performance index.

¹⁶ When Alaska Regulation 4 AAC 34.090(2) is updated to reflect the term “English learner” as defined in Section 8101(20) of the ESEA, as amended by ESSA, this Guidance will be updated accordingly.

¹⁷ Annual Measurable Objectives and Alaska School Performance Index are no longer applicable. Due to the passage of the Every Student Succeeds Act (ESSA), these ratings and reports have been “paused” until the state implements a new accountability system. State law and this guidance will be updated accordingly.

Transfer of Student Records

[Excerpt from the [Student Data Reporting Manual](#), adopted by reference in regulation 4 AAC 06.120(a)(4)]

Within 14 days after enrolling a child as a transfer student in an elementary or secondary school, the school or school district shall request directly from the child's previous school a certified copy of the child's record. An Alaska elementary or secondary school or a school district in this state requested to forward a copy of a transferring child's record to another school shall comply with the request within 10 days after receiving the request unless the record has been flagged by the Department of Public Safety due to a child's disappearance.

Student Records

[Alaska Regulation 4 AAC 07.060]

- a) Each district shall maintain for each student a cumulative record consisting, at a minimum, of the following:
 - (1) subjects student has taken;
 - (2) grades earned and an explanation of the grading system used;
 - (3) units of credit earned;
 - (4) attendance records;
 - (5) scores student has recorded on standard tests taken;
 - (6) records of required immunizations and physical examinations and other health-related matters required by state law or district policy or bylaws; and
 - (7) beginning August 31, 2002, a unique 10-digit individual student identification number issued by the department; the student identification number must appear in each electronic record containing student-level information that is reported to the department; the student identification number must appear on each student examination booklet administered under 4 AAC 06.712 and 4 AAC 06.737.
- b) All district policies and practices with respect to student records must conform to current and appropriate state and federal laws and regulations.

English Learner Status (EL) Student Data Codes

- L1 = 1st year of identification as an English Learner. Student meets definition of an English Learner and has scored at some point below the proficient level on a state-approved identification assessment of English language proficiency. (Note that an L1 student may or may not have taken the annual ELP assessment, depending on the time of year of identification.)
- LP = Student is a continuing English Learner student that has been identified as English Learner in a previous school year and has not yet scored proficient on the state-approved assessment of English language proficiency.
- LT* = English Learner who has scored at the proficient level and met exit criteria based on the annual state-approved assessment of English language proficiency during the reported school year.
- M1 = First year of monitoring for former English Learner. The student should have had a code of LT at the end of the previous school year in the Summer OASIS data submission.
- M2 = Second year of monitoring for a former English Learner. Student should have had a code of M1 at the end of the previous school year in the Summer OASIS data submission.
- X = Not identified or considered to be an English Learner (includes former English Learners who have completed two years in monitoring status).

***NOTE:** Districts must use the ELP data results to determine which students met the exit criteria before submitting Summer OASIS. To meet the exit criteria and be marked as LT, the English Learner must obtain a composite score of 5.0 or higher on Tier B or Tier C of the ACCESS for ELLs *and* a score of 4.0 or higher in each tested domain – reading, writing, speaking, and listening. There is no tier designation for kindergarten students.

Note: The term English Learner and its abbreviation (EL) have replaced the terms Limited English Proficiency and Limited English Proficient and the LEP abbreviation in the federal Every Student Succeeds Act. While Alaska statute and regulation currently refer to LEP, DEED is choosing to match the federal language in anticipation of state law changing to reflect the federal terminology.



HOME LANGUAGE SURVEY

SCHOOL DISTRICT _____

The obligation to identify English Learners is part of an LEA's civil rights obligations under Title VI of the Civil Rights Act of 1964 and the Equal Educational Opportunities Act (EEOA). Under Title VI of the Civil Rights Act of 1964 and the Equal Educational Opportunities Act, all States and LEAs must ensure that ELs can participate meaningfully and equally in educational programs and services. This Home Language Survey is used to determine the need for further English Language Proficiency screening and possible language and academic support services. If you have questions or need help filling out this form, please contact:

NAME: _____ PHONE: _____ EMAIL: _____

STUDENT NAME: _____ SEX: ☐ Female ☐ Male ALASKA STUDENT #: _____
(Last Name, First Name)

DATE OF BIRTH: ____/____/____ SCHOOL: _____ GRADE: _____
Month Day Year

PLACE OF BIRTH: _____ PARTICIPATING IN A STUDENT EXCHANGE PROGRAM? ☐ YES ☐ NO

HAS THE STUDENT RECEIVED FORMAL EDUCATION OUTSIDE OF THE US? ☐ YES ☐ NO

• IF YES, CIRCLE GRADES COMPLETED OUTSIDE OF THE US: K 1 2 3 4 5 6 7 8 9 10 11 12

• IF YES, WHAT WAS THE LANGUAGE OF INSTRUCTION? _____

1. What is the main language used in the home (*regardless of the language spoken by the student*)? ☐ English ☐ Other _____
Specify

2. What is the first language this student learned to speak? ☐ English ☐ Other _____
Specify

If English is the only language above, **STOP and please sign and date at the bottom of the form.**

If a language other than English is written above, please complete the entire form.

STUDENT LANGUAGE INFORMATION (PLEASE CHECK ALL THAT APPLY)

3. What language(s) does the student *currently understand*? ☐ English ☐ Other _____
Specify

4. What language(s) does the student *currently speak*? ☐ English ☐ Other _____
Specify

5. Does the student read/write in English? **If no**, specify what language. ☐ Yes ☐ No _____
Specify

PARENT LANGUAGE INFORMATION (PLEASE CHECK ALL THAT APPLY)

6. What language do you (the parent) *most frequently use*? ☐ English ☐ Other _____
Specify

PARENT/GUARDIAN SIGNATURE

Parent/Guardian Signature: _____

Phone: _____

Printed Name: _____

Date: _____



LANGUAGE OBSERVATION CHECKLIST

PART A

This form must be completed by English speaking teacher(s) in collaboration with program staff familiar with the student.

Student Name: _____ Alaska Student ID # _____
(Last Name, First Name)

School: _____ Grade: _____ Language: _____
(home language other than English)

Compared to *Standard English-speaking* students of the same age, does the student consistently exhibit any of the following characteristics when listening, speaking, reading or writing?

CHARACTERISTICS	Oral		Written	
	Yes	No	Yes	No
a. Uses pronouns, genders correctly.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Uses tenses correctly.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Uses singular & plural forms correctly.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Uses prepositions correctly.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. Understands teacher directions.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. Uses appropriate sentence structure.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. Uses developmentally appropriate vocabulary.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

READING – PLEASE CHECK ONE:	COMMENTS:
<input type="checkbox"/> Non-Reader (not reading) <input type="checkbox"/> Developing Reader (reading below grade level) <input type="checkbox"/> Fluent (at or above grade level)	<hr/> <hr/> <hr/>
WRITING – PLEASE CHECK ONE:	COMMENTS:
<input type="checkbox"/> Non-Writer (not writing) <input type="checkbox"/> Developing writer (writing below grade level) <input type="checkbox"/> Fluent (at or above grade level)	<hr/> <hr/> <hr/>
ORAL – PLEASE CHECK ONE:	COMMENTS:
<input type="checkbox"/> Non-Speaker (non-English speaker) <input type="checkbox"/> Developing speaker (speaks below grade level) <input type="checkbox"/> Fluent (at or above grade level)	<hr/> <hr/> <hr/>

_____	_____	_____	_____
Date (Month/Day/Year)	Printed Name	Signature	Position
_____	_____	_____	_____
Printed Name	Signature	Position	



LANGUAGE OBSERVATION CHECKLIST PART B

This form is only required of schools that provide dual language (immersion) or transitional programs in the student's home language.

Use this form to identify the student's listening, speaking, reading & writing skills in the home language.

Form should be completed and signed by one of the following (check one):

- ☐ a. School staff member who is proficient in the student's home language
☐ b. Speaker/Parent of the student's home language

Student Name: _____ **Alaska Student I.D. #** _____
 (Last Name, First Name)

School: _____ **Grade:** _____ **Language:** _____
 (home language other than English)

	Non-English	Mostly Non-English, Some English	Both Equally	Mostly English, Some Non-English	English Only
1. Language used by student	4	3	2	1	0
2. Language used by the adults in the home.	4	3	2	1	0
3. Circle the numbers to show how the language is used by the student.					
a. Prefers to use this language with friends	4	3	2	1	0
b. Follows simple directions in this language	4	3	2	1	0
c. Understands most things in this language	4	3	2	1	0
d. Speaks in this language	4	3	2	1	0
e. Prefers to use this language in classroom activities	4	3	2	1	0

4. Reading in the home language. Please check one:
 _____ Non-Reader _____ Developing Reader _____ Fluent Reader

5. Writing in the home language. Please check one:
 _____ Non-Writer _____ Developing Writer _____ Fluent Writer

Signature of Interviewer _____ Printed Name of Interviewer _____ Date _____

Alternate ACCESS for ELLs Participation Criteria Checklist



The Alternate ELP assessment is an assessment of English Learners (EL) for students in grades 1-12 who are formally identified as Limited English Proficient (EL) and have significant cognitive disabilities that prevent their meaningful participation in ACCESS for ELLs 2.0. An Alternate ELP assessment is not available for kindergarten. The checklist below provides criteria for student participation in alternate ACCESS for ELLs 2.0 assessment. If any response to the criteria below is No, the student must participate in the ACCESS for ELLs 2.0.

Yes/No	Alternate ACCESS for ELLs Criteria <i>(applies to students in all grades unless otherwise specified)</i>
	The student has an Individualized Education Program (IEP) and is currently identified as an English Learner (EL). The student meets the eligibility criteria for special education related to the areas of, but not limited to, cognitive impairment, autism, traumatic brain injury, or multiple disabilities.
	The student takes the Alaska Alternate Assessment (DLM) instead of standards-based Assessment (PEAKS). This applies to EL students in grades 3 through 10 only.
	The student demonstrates deficits in adaptive behavior/skills that adversely impacts the student's educational performance and prevents completion of the standard academic curricula that leads to a diploma.
	The student requires extensive, frequent, individualized instruction in multiple settings to acquire, maintain, generalize and demonstrate performance of skills, including English language skills.
	Objectives written for the student in the designated content area are less complex than the Alaska English/Language Arts and Math Standards, making the regular ELP assessment, even with accommodations, inappropriate for this student.
	The accommodations or modifications needed by the student to participate in the regular ELP Assessment would compromise the validity of the test.
	The decision to participate in the Alternate ELP Assessment is not based solely on language, social, cultural, or economic differences or excessive or extended absences.
	The decision to place the student on the Alternate ELP Assessment is not being made for program administration reasons, such as the student is expected to perform poorly on the regular ELP assessment; the student displays disruptive behaviors or experiences emotional duress during testing.

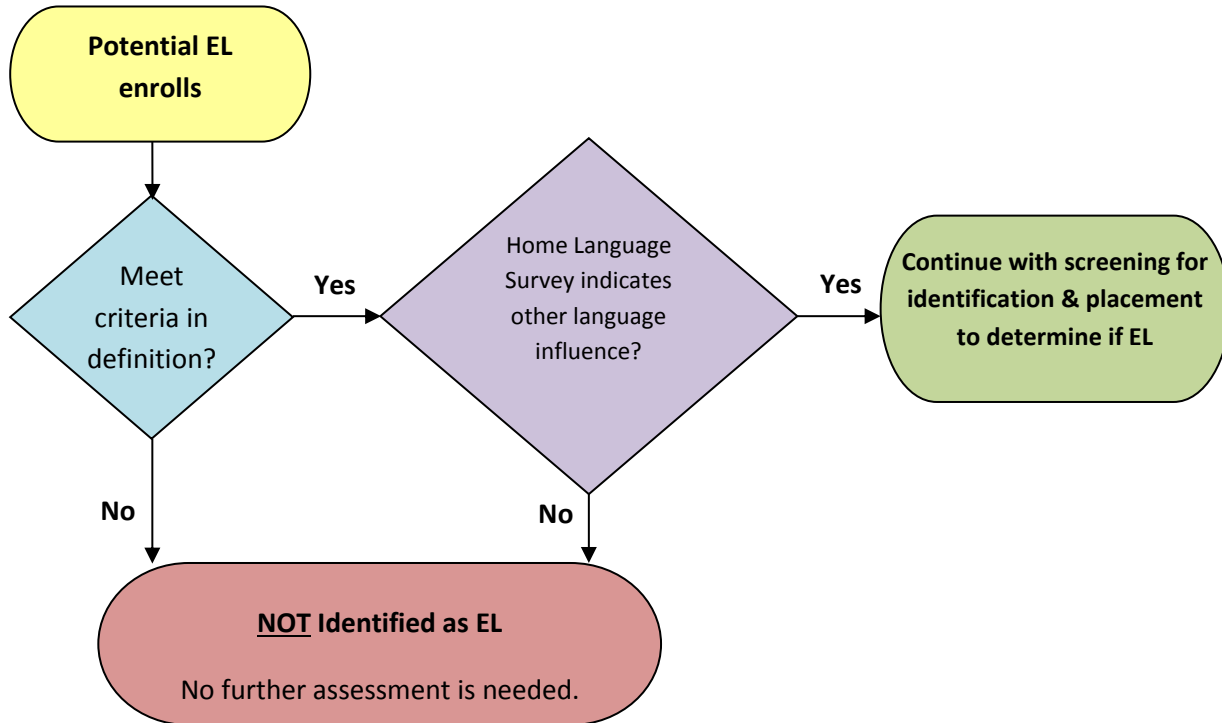
This criteria checklist is located in the [Handbook for the Participation Guidelines](#).

Alaska Policy for Administration of the Alternate ACCESS for ELLs

It is recommended that districts designate a contact person to oversee the alternate ELP assessment and to work closely with special education staff to meet the testing needs of these students. It is recommended that certified teachers administer the alternate ELP assessment. Test administrators must be certified online annually to administer this assessment. Online training is available on the Alternate ACCESS for ELLs [webpage](#).

The Alternate ELP Assessment is designed only for current ELs with significant cognitive disabilities. The IEP team will determine if the student will take the Alternate or Regular ELP assessment. For students in grades 3-10, the students must be also taking the State Alternate Assessment (DLM) instead of PEAKS. For students in grades 1, 2, 11, & 12 who do not take PEAKS, the IEP team makes the decision about the Alternate ELP Assessment using the checklist above. The Alternate ELP Assessment does not address proficiency levels 4, 5, or 6, therefore, a student cannot exit EL status as "proficient" on this assessment.

Pre-Screening for Identification of Potential EL (all grades)



Upon enrollment, districts follow their pre-screening process to identify potential ELs– those that meet the definition stated in 4 AAC 34.090(2) – usually by requesting parents to complete the Home Language Survey and perhaps having teachers complete the optional Language Observation Checklist (LOC A). These forms are available on the DEED Title III-A English Learner [webpage](#).

Only students who have been found in the pre-screening process to have a language influence that limits their English language proficiency **and** who meet the other criteria in the definition of an EL must take the W-APT, WIDA Screener, or MODEL to formally determine if their ability to speak, listen, read and write English is not sufficient to achieve in English speaking classrooms. See specific grade level and screener flow charts for a visual representation of the minimum criteria to be considered proficient in English or to be identified as EL.

Alaska's Flowchart for Kindergarten EL Identification
Students entering kindergarten before March 1

Fall - February

Administer Listening (L) & Speaking (S) domains only using W-APT or MODEL

Yes

W-APT: Is combined L & S raw score < 29?
OR
MODEL: Is oral composite score < 6?

No

Student is not
proficient in L & S -
IDENTIFIED AS EL

Provide ELL support
services

Administer ACCESS for
ELLs 2.0 in spring

Student is proficient in L & S
Not identified as EL at this time

Do NOT administer ACCESS for
ELLs in spring

After March 31

Administer Reading (R) & Writing (W)
domains only using W-APT or MODEL

Yes

W-APT: Is R < 14 or W < 17?
OR
MODEL: Is overall composite score < 6?

No

Student is not
proficient in R & W -
IDENTIFIED AS EL

Provide ELL support
services

Administer ACCESS for ELLs
2.0 the following spring, NOT
in current school year

Student is proficient in
R & W & L & S
NOT identified as EL

No further assessment is
necessary
Do not administer ACCESS

Alaska's Flowchart for Kindergarten EL Identification
Students entering kindergarten March 1 and later

March 1 – End of School Year
Administer all domains of the W-APT or the MODEL:
Listening (L), Speaking (S), Reading (R), and Writing (W)

Yes

W-APT: Is combined L & S raw score < 29, OR
Reading < 14 OR Writing < 17?
OR
MODEL: Is Overall Composite score < 6?

No

Student is not proficient
IDENTIFIED AS EL

Provide ELL support
services

Administer ACCESS for ELLs
2.0 the following spring, NOT
in current school year

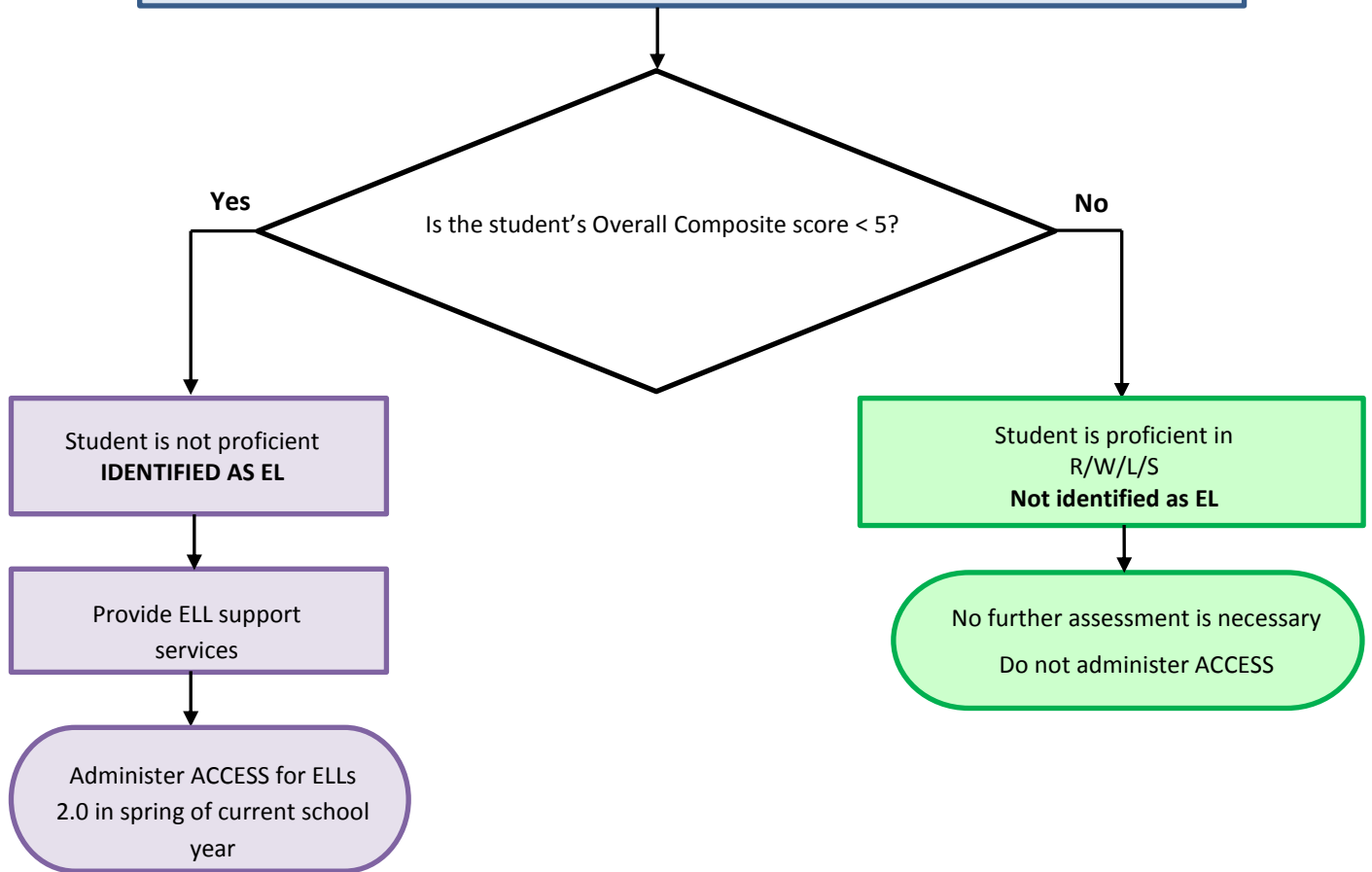
Student is proficient in
R/W/L/S
Not identified as EL

No further assessment is necessary
Do not administer ACCESS

Alaska's Flowchart for Grades 1 - 12 EL Identification
Students entering school before March 1

Fall - February

Administer all domains of the W-APT, WIDA Screener or the MODEL:
Listening (L), Speaking (S), Reading (R), and Writing (W)



Alaska's Flowchart for Grades 1 - 12 EL Identification
Students entering school March 1 and later

March 1 – End of School Year

Administer all domains of the W-APT, WIDA Screener or the MODEL:
Listening (L), Speaking (S), Reading (R), and Writing (W)

